DOCUMENT RESUME

ED 249 802 FL 014 631

TITLE French--Core Program. Intermediate Level. Youth Education: Teaching Guide No. 21.
INSTITUTION Nova Scotia Dept. of Education, Halifax.
PUB DATE 78
NOTE 52p.; For related documents, see FL 014 628 and FL 014 630-633.
PUB TYPE Reports - Descriptive (141) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Classroom Techniques; Core Curriculum; Course Descriptions; Cultural Education; Curriculum Guides; *Educational Objectives; *Educational Strategies; Foreign Countries; *French; Instructional Materials; Junior High Schools; *Second Language Instruction; Student Attitudes; Student Evaluation
IDENTIFIERS *Nova Scotia

ABSTRACT

The curriculum outline for the junior high school level of Nova Scotia's core French program concerns the period of more formal introduction to reading and writing. The guide outlines the overall elementary-secondary core French program structure, objectives of the intermediate level course, intended levels of language development, intended distribution of teaching time, research and notes on student motivation and attitudes, suggestions for the development of student skill areas, the program's treatment of grammar, the cultural component, student testing and evaluation, and notes on grouping and individualization. Teachers' suggestions for classroom activities and a bibliography are also included. (MSE)

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FRENCH–CORE PROGRAM

Intermediate Level

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FL014631

Youth Education:
Teaching Guide No. 21

Nova Scotia
Department of Education
Halifax
1978

FRENCH -- CORE PROGRAM

INTERMEDIATE LEVEL GUIDELINES

Published by authority of the Minister of Education

Youth Education: Teaching Guide No. 21

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SECTION 1

INTRODUCTION

The intermediate stage of French second language concerns the period when students are being more formally introduced to reading and writing. It usually coincides with grades eight and nine and may include some of grade ten. If students have received several years of French instruction at the elementary level, they should be capable of entering the intermediate level at the beginning of grade seven. As they systematically progress through the early levels of reading and writing, it is important that the further development of the aural-oral skills not be neglected. This guide deals with levels of achievement students may expect to reach in skill and content areas. It also recommends techniques and classroom activities which may help teachers in their programs.

Questions such as those relating to evaluation, the language room, motivation and attitudes and how to deal with culture in language programs are introduced briefly. Although the reading skill is treated in some detail, it is recognized that a much more thorough approach is needed at this level. Accordingly, it should be understood that the suggestions and lists of materials provided are meant to serve as a starting point to be further developed by teachers and by the Department of Education.

Since little instruction in reading and writing has been given prior to the intermediate stage, teachers are urged to be particularly attentive to the development of these skills. There are steps recommended in this guide and many excellent references available to help, some of which are listed in the section on Bibliography.

The intermediate level may be viewed as a developmental period. At this time, it is important to provide a broad range of concrete experiences both inside and outside the classroom (if possible) so that students will be aware of how the language can be used in practical situations. Section II which contains activities used successfully by teachers may help provide ideas for practising French by involving students in informal activities. While the content of the program is specific, the means of acquiring the ability to communicate in the language requires a broad spectrum of experiences designed to suit the level of the students, the environment in which learning takes place, and the interests of both students and teachers. This presents a challenge which we hope language teachers will find stimulating and rewarding.

PROGRAMS: FRENCH SECOND LANGUAGE

Core Program

Elementary-12

A. Materials - Core:

2-3 For future development

4-6 Le Petit Monde
Bonjour Line
Le Français Partout
Ici On Parle Français
Grade 3 & 4 / Grade 5 & 6

7-8 Ici On Parle Français
Le Français International

9-12 Ici On Parle Français
Le Français International

B. Reading:

1. Recognition

Reading Companion and Guide

2. Decoding

Companion & Guide Grade 7
Phonetic Charts Grade 8
Plans for Graphie des Sons and 2 reading texts

3. Development

Grades 8 & 9 Developmental Reading Program

4. Senior

Grade 10-12 Authentic reading experiences

C. Guides:

2-7 Introductory level guide

8-9 Intermediate level guide

10-12 Senior level guide

PROGRAMS: FRENCH SECOND LANGUAGE

Communications Program		Honours Program
Grades 9-12		Grades 10-12
A. Materials - Core:	B. Reading:	At the pilot stage
Passeport Français levels 1-6	Plans for series of reading materials	
	Developmental program also needed here (same one) see previous page	
C. Guide		

Immersion -- 100% - 60% of total program taught in French: may be early or late (Kindergarten -- Junior High School)

Language Concentration (Extended) -- one or more subjects in French.

AIMS OF THE INTERMEDIATE STAGE

1. To be able to discriminate among the basic French sounds.

2. To understand the meaning of French when it is spoken at normal speed on topics within the range of the pupil's experience.

3. To master orally and to use in communication at normal speed, the limited amount of material recommended for this level.

4. To learn the principal "graphie des sons" and to be able to apply them to the skills of reading and writing to the extent recommended for the Intermediate level.

5. To begin to develop the skill of reading as a support skill for understanding and speaking and to a limited extent, to provide information and pleasure.

6. To learn to transcribe, write short dictations, and manipulate known material in written exercises.

7. To learn how the people who speak the language live and what their culture and social customs are.

8. To enjoy the French language by using it in classroom and other activities.

9. To use French, where possible, for the integration of such other subject areas as social studies, math, physical education, art and music.

LEVEL OF DEVELOPMENT

Program materials recommended for the teaching of French in Nova Scotia integrate the development of the four skills with the various phonological, structural and lexical elements necessary to ensure a comprehensive, well balanced sequence.

Both the specific time for the introduction of a particular item, as well as the way it is presented should vary greatly according to the needs of the students and the insights and background of the teacher.

Nevertheless, most students should arrive at the end of the intermediate period with an active vocabulary of close to one thousand (1000) words. In addition to this, a wide variety of words and expressions used in aural and in reading comprehension, some common classroom expressions, and basic grammatical terms should form part of the student's passive vocabulary.

The selection of vocabulary words to be learned for spontaneous use should be based on:

1) Le Français fondamental (1er degré) which lists the most frequent and essential elements of French speech.

2) Words used in a French Canadian milieu

3) Vocabulary needed to appeal to the interests of the young students of today

4) Words arising from the situational context in which dialogues and narratives are presented.

The model selected for students at this level should be that of "Le Français Standard" to avoid distortions affecting meaning. Students who are just beginning to learn a language are confused by variations in expression or pronunciation. In later years, they will be able to use and appreciate a greater variety in levels of language.

DISTRIBUTION OF TIME

During this period:

(a) all new materials are first presented orally

(b) students continue to consolidate and develop their listening and speaking skills

(c) students are beginning to learn to read and write French

At the beginning of this level, the distribution of teaching time should be:

65% Aural-oral work
30% Reading
5% Transcription and Dictation

As students become more capable of reading and writing, the proportion of classroom time spent on these skills should be increased so that equal emphasis is placed on their development. At the end of the intermediate level, the distribution of time should be:

50% Aural-Oral Work
50% Reading and Writing

MOTIVATION AND ATTITUDES

The question of motivation is particularly important for students at the intermediate level. It is during these years that most of them will decide if they wish to continue to enroll in French classes. In the past few years the results of research in language classes in Canada have provided insights which could be of value in examining possible ways of approaching the problem. The work of the Language Research Group at the University of Western Ontario has been particularly significant in this regard. After several years of surveying large groups of students, the research group was able to indicate that a factor which they called "integrative orientation" was clearly the most important in identifying students who were highly motivated. They learned that characteristics of such students included: a high regard for people who are Francophone, an enthusiasm for learning the language, strong parental encouragement, a persistent effort in studying French, a great desire to know more about the French language and the people who speak it and an interest in foreign languages in general.

Their studies also indicated that it did not appear to be enough for students simply to work hard and to want to learn French; they also needed to identify strongly with people who speak the language. It was of interest, too, that students successful in learning French indicated a broad range of results in measures of intelligence.

When students who had been involved in the experiment were followed up to determine whether they would remain in French classes, there was dramatic proof that those who dropped out at all grade levels had, in the previous year, shown significantly lower levels of the characteristics of the integrative motive than did those who remained.

In summary, it was concluded that:

> an integrative motive reflects an interest in learning the language of a valued other-language community because of a desire to interact with members of that community and that this motivation is reflected in a positive orientation toward the language learning situation, perceived parental encouragement, and generalized interest in the other languages. [1]

Having learned how to identify highly motivated students by specific characteristics, the research group then set out to discover which factors could encourage the development of such characteristics in students who did not have them. It was assumed that, unlike aptitude which is quite stable, the integrative motive, while it is complex could possibly be modified. The difficulty of re-directing a total attitudinal orientation is not to be minimized as this involves the community, the class and numerous other groups as well.

During recent years, reports have indicated that teachers play a key role in the process of motivating language students. As representatives of the target language group, they can influence the way in which their students view the people whose language they are learning. The attitudes of parents and community are also factors which greatly influence students' motivation. It

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1. R.C. Gardner, P.C. Smythe, Motivation and Second Language Acquisition, Canadian Modern Language Review, Vol. 31, No. 3, January 1975, page 224.

has also been demonstrated that students who take part in exchange or other projects which put them in contact with the French speaking community become more highly motivated toward their French classes. For more details on the studies on motivation, please refer to the items relating to this topic which are listed in the Bibliography.

While many of the conclusions which the research group were able to draw could probably have been put forth by any competent teacher of French, it is useful to have opinions supported by scientifically sound research.

According to these conclusions, some experiences which would help motivate students may include:

(1) enthusiastic and encouraging contacts provided by good teachers
(2) activities which make the program "come alive"
(3) successful attempts to use the language (both inside and outside school)
(4) community based activities
(5) the encouragement and interest of parents
(6) exchange visits to French communities
(7) satisfying contacts with French speaking people.

THE AURAL-ORAL SKILLS

The students who come from an intrcductory program in French bring with them certain language skills which their teachers must assess before determining the level at which they may be placed. It will also be important to decide how much re-entry will be needed to accompany the presentation of new material at the beginning of the school term.

As little stress as possible should be placed on previously learned vocabulary and structure because many of these items will be used in new contexts and the procedure of re-entry can become quite tedious.

Because it becomes increasingly obvious at this level that all students are not at the same stage of language development, there will probably have to be built in flexibility groupings so that some students are sufficiently challenged while others are not overwhelmed. Teachers will need to be familiar with Introductory level guides and program materials so that they may take full advantage of their students' previously acquired skills.

In the Intermediate level, as in the Introductory period, all new materials should first be presented orally. Only after they are understood and have been used in conversational contexts should they be used for reading and writing. At least 65% of classroom time is needed to allow students sufficient time to develop their aural-oral skills. It may be useful to indicate that three types of activities should be distinguished:

(1) Activities designed to help the student master orally and be able to use spontaneously the structures and vocabulary of the language which the teacher has introduced.
(2) Activities which make the student transfer these elements of language into new constructions following the simple rules which he has learned.

(3) Activities aiming at real communication where the emphasis is on the message.

In addition to the presentation contexts used during the initial years of language learning, teachers will now find useful different types of drills to help consolidate the new materials presented to provide practice in responding automatically and to correct problems which occur in sound discrimination, comprehension and oral reproduction.

Classification and nomenclature of structural exercises remains at the moment fairly arbitrary. It is hoped, however, that the following examples of types of oral pattern drills will indicate the variety of uses they have in the second-language classroom. Appropriate drills should be chosen by the teacher depending on the needs of the students. For a more detailed discussion of the classification, uses and purpose of structural exercises please consult the Bibliography.

1. THE REPETITION DRILL:

Simple, useful for early stages of language learning. Each sentence may be longer than the preceding one.

Examples:	Model	Response
	Je vois le livre.	Je vois le livre.
	Je vois le livre et le crayon.	Je vois le livre et le crayon.
	Je vois le livre et le crayon sur le bureau.	Je vois le livre et le crayon sur le bureau

2. THE SUBSTITUTION DRILL:

(a) Simple Substitution:

One or more words are substituted in a sentence.

Examples:
P. Il voit le livre. (cahier)
S. Il voit le cahier.
P. Il voit le cahier. (crayon)
S. Il voit le crayon.

(b) Progressive Substitution Drill:

More elements are changed, therefore, the student needs to remember more items. This type of drill is useful for testing.

Examples:
P. Je vois le livre de mon ami. (regarde)
S. Je regarde le livre de mon ami.
P. Je regarde le livre de mon ami. (ton)
S. Je regarde le livre de ton ami.
P. Je regarde le livre de ton ami. (la voiture)
S. Je regarde la voiture de ton ami.

(c) The Progressive Substitution -- Transformation Drill:

Examples:
P. Je vois le livre de mon ami. (Tu)
S. Tu vois le livre de mon ami.
P. Tu vois le livre de mon ami. (trouve)
S. Tu trouves le livre de mon ami.
P. Tu trouves le livre de mon ami. (les livres)
S. Tu trouves les livres de mon ami.
P. Jean est grand. (Marie)
S. Marie est grande.
P. Marie est grande. (M. Terrin)
S. M. Terrin est grand.

3. QUESTIONS AND ANSWERS:

These may merely require an affirmative or negative response, or they may require an alternate answer. These are useful for drilling verbs, vocabulary, idioms or some structures. It is also possible to use a sequential series of questions.

Examples:	Model	Response
	P. Est-ce que le crayon est sur le bureau?	S. Oui, il est sur le bureau.
	P. Est-ce que le crayon est sur la chaise?	S. Non, il n'est pas sur la chaise.

P. Où est le crayon? S. Il est sur le bureau.
P. Qu'est-ce qu'il y a sur le bureau? S. Il y a un crayon sur le bureau.

3. THE TRANSFORMATION DRILL:

(a) The student must change the form of the words. This type of drill is useful for manipulating various forms of nouns, pronouns, adjectives or verbs. These drills are often used in testing. (Student operates a change throughout exercise according to a model or instructions.)

Examples:

Change the verb to the future:

P. Elle va à l'école. S. Elle ira à l'école.

Change the nouns to the plural:

P. Je vois le cheval. S. Je vois les chevaux.

Answer in the affirmative, using a pronoun object:

P. Avez-vous votre cahier? S. Oui, je l'ai.

Put into the negative:

P. Je parle français. S. Je ne parle pas français.

Change the demonstrative adjective and the noun which follows to a demonstrative pronoun.

P. J'aime ce livre-ci. S. J'aime celui-ci.

(b) Transposition-Transformation

As change of position takes place as a result of another process.

Examples:

Change the noun objects to pronoun objects.

P. Je regarde la voiture. S. Je la regarde.
P. Tu as vu le livre. S. Tu l'as vu.

Change the verb to the passé composé:

Je ne vais jamais au cinéma. Je ne suis jamais allé au cinéma.

5. THE REJOINDER DRILL:

The response is a normal one to a given statement.

Examples: P. Merci, monsieur. S. De rien, madame.
P. Je vous demande pardon. S. Je vous en prie, Mademoiselle.

6. THE RESTATEMENT DRILL:

Re-phrasing a statement according to directions: This drill is very flexible and may be used for drilling many language elements. It may also be made quite simple or complicated as the situation demands.

Examples:

P. Dites-moi que vous allez en ville.	S. Je vais en ville.
P. Dites-moi le nom de votre frère.	S. Mon frère s'appelle Jean.
P. Demandez à votre soeur pourquoi elle était absente hier.	S. Pourquoi étais-tu absente hier?
P. Demandez à votre soeur si elle est contente.	S. Es-tu contente?

7. THE COMPLETION DRILL:

The sentences are completed according to the pattern presented by a model.

Examples:

P. Cette salle-ci est grande.	S. Cette salle-ci est grande, mais celle-là est plus grande.
P. Ces gateaux-ci sont bons.	S. Ces gateaux-ci sont bons mais ceux-là sont meilleurs.
P. J'aime les bonbons, mais lui, _____.	S. J'aime les bonbons mais lui, il ne les aime pas.
P. Marie veut partir, mais Paul _____.	S. Marie veut partir mais Paul ne veut pas partir.

8. THE EXPANSION DRILL:

(a) New words or phrases are added to sentences.

Examples:

Nous voulons travailler (ne jamais).	Nous ne voulons jamais travailler.
Ils sont venus (déjà).	Ils sont déjà venus.

(b) The Fixed Increment Drill:

A phrase, a clause or an expression is repeated either before or after a series of other expressions.

Examples:

Repeat partir after each expression:

P. Je désire	S. Je désire partir.
P. Il faut	S. Il faut partir.
P. Elle doit	S. Elle doit partir.

9. THE INTEGRATION DRILL:

Two or more sentences are combined into one.

Examples:

P. Elle regarde le chat. Il est noir.	S. Elle regarde le chat qui est noir.
P. Où est le stylo? Je le cherche.	S. Où est le stylo que je cherche?

Drills of these types and others are provided in program materials or may be prepared by the teacher. Careful selection of appropriate drills may be useful but their use should not be prolonged beyond a ten-minute period as boredom can defeat the purpose for which they are intended.

The drill should never drag. When students are ready, they should be able to respond quickly without undue reflexion. Since drills are designed to help teach automatic response, short snappy drills are introduced whenever appropriate.

At this point, many teachers may ask whether drills and other materials are best presented on tape or by the teachers themselves. It would probably be best to use both.

Some of the advantages of using taped materials are to:

-- provide a good standard model
-- help students adjust to a variety of voices and styles of speech
-- encourage students to keep responses within a controlled time sequence
-- provide an element of variety
-- allow small groups of students to concentrate on a specific area which they find difficult
-- allow small groups of students to use more challenging materials
-- provide recorded material for testing purposes
-- help students to concentrate on their listening skills
-- give the shy student the opportunity to practise alone
-- permit the teacher to move about the room while observing and listening to students
-- provide recorded songs, games, etc. for a change of pace.

Pre-teaching of drills is often necessary. In any case, it is vital that the students understand the purpose of the drills in order to derive maximum benefit from them. Alternating large group, small group and individual responses will help alleviate monotony and will enable the teacher to check accuracy more readily. Follow-up work after the session in which structural exercises are used is often useful. These drills should always provide experiences which are well-integrated into the overall program. Such sources as teachers' manuals and various other publications have many suggestions. Others, which are contained in the Introductory guide, may be used at the Intermediate level or may be adapted by teachers for such use.

Free Conversation

While presentations, drills and planned activities will allow for many experiences in conversation, teachers will also find that if they prepare students for "free conversation" and set aside a part of each period for this purpose, the students will soon begin to use a wide variety of spontaneous expressions. During this time the stress is on making your partner(s) understand rather than on the accuracy of the language used. While some corrections may be necessary, students engaging in "free conversation" should be interrupted as little as possible. It is during such times that students begin to enjoy their new skills and to feel that they could possibly put them to some practical use. This is, in the final analysis, the reason why most students want to take French and why most teachers wish to teach it. An enthusiastic "free conversation" period is a most encouraging experience for the French class.

THE READING SKILL

During the Introductory level of French second language, students will have had the opportunity to take part in activities requiring that they be able to recognize in writing many of the language constructions that they have been using orally. At the beginning of the Intermediate level, they are ready to learn to identify the symbols (graphemes) which represent the sounds of French. Lado, in Language Teaching, agrees with many other well recognized specialists in his view that we must differentiate between a language and its writing system. If we teach reading before listening and speaking, students will have "the false idea that the sound systems of the two languages are the same and that the letters represent the same sounds in both."[2]

Just as the listening skills include first, recognition of sounds which carry meaning followed by comprehension of what is heard, so are there two such operations which take place in learning to read. First, the student learns to recognize written words by sight, then he learns to understand their content. This process is sometimes called "decoding" -- in Nova Scotia, materials are provided which are designed to assist teachers in teaching the decoding skills. First, there is a series of activities designed to lead students to recognize in writing the structures and vocabulary that they have been using orally, then teachers are provided with manuals, charts and pupil books which give specific directions for teaching "la graphie des sons" in a systematic way. These recommend a gradual exposure to simple sentences containing the sound to be learned followed by more complex and less familiar material containing these same sounds.

It is during this period that teachers will probably become aware of the problem of interference or "fit". Students tend to associate the written symbols with the sounds of their mother tongue. Since this may occur even when students know how to use the words correctly in speaking before they see them in writing, it is important to treat the problem from the beginning. Lado suggests three procedures that may help:

(1) Teach students both regularities and irregularities in patterns as they are needed but not as a tedious block of information to be memorized. This tends to discourage enthusiasm and does not actually serve any useful purpose.

(2) Help students develop the good habit of quickly grasping language patterns from their written representation without stopping to analyze them.

(3) Have students read aloud in groups rather than individually. They seldom listen to each other read as they are more concerned with preparing their own section.

We could probably add a fourth point to the three suggested by Lado. The teacher should read short passages aloud and encourage students to bring out their meaning. This allows the students the advantage of hearing the written language read correctly while also becoming aware of the differences between language which is spoken and language which is written.

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2. Robert Lado, Language Teaching, A Scientific Approach, McGraw-Hill, New York, 1964, pg. 131.

As students learn how to decode, they also need to begin to attach meaning to patterns which they see as well as hear. When a new text is presented to them in their mother tongue, they learn to attach certain expectations to it. Without this process they will derive little meaning from the written word. Such symbols as the length of the text, its author, the title, the circumstances under which it is presented, will influence what meaning they will expect to receive. After the first few sentences, readers often modify greatly their first impressions. Thus, the interaction of initial expectations plus incoming message results in meaning. Normally, children progress from actions without words, to actions with speech, then to speech freed from action and finally, to written text. When they are unsuccessful in attempting to read, they tend to regress to an earlier level. This can happen in a second language class when students are expected to progress too quickly. The tendency is usually to translate to the mother tongue on a word-by-word level. The result is often an unintelligible jumble of conflicting information which has little or no meaning. It is not surprising that the frustration of this experience causes students to "drop French".

There are some definite measures teachers can use to help students make progress in this early stage. The following may help:

1. The Message: Encourage students to expect a message as the purpose of their reading rather than concentrating on the means to that end. The specific words and constructions can be dealt with later but at this stage, the focus of attention will be on the overall meaning of the printed text. In this way, reading is treated somewhat like aural comprehension and after broad meanings have been perceived, then it will be time to become aware of finer details. As in all areas of skill development, the students' own information, background experience and interests will help unlock meaning and provide expectations which will further influence the message they receive.

   It would probably help to begin with texts of familiar dialogues, stories etc. which are first read aloud by the teacher and then by the students. Sentences from the texts may then be used to form new combinations which can gradually incorporate new ideas. At this early stage, any home assignment would practise reading only familiar material which the students could use with confidence. Questionnaires, pattern practice, games, exercises containing familiar vocabulary, brief, well prepared dictations and class discussions about material read can all make meaning clear and gradually help students develop the skill of reading. It is important to remember that these activities are carried on in the target language with no attempt being made to translate to the mother tongue.

2. Visual Skipping: In every text to be presented to students who are just beginning to read, teachers must assure themselves that most of the vocabulary and constructions are familiar. This allows them to help students grasp messages from language patterns rather than from isolated words. If, for example, in a sentence like, "C'est le petit garçon qui est avec son père," the only unfamiliar word is "avec" it will be fairly simple to read the sentence and establish its meaning without undue stress on the new item. When students can get enough clues from known components they can often gain sufficient comprehension to be aware of meaning. It is in learning to seize meaning from patterns rather than from single words that students will make the transition from the laborious first attempts at

reading to the stage where they can receive useful information and pleasure from the printed text.

3. Intelligent guessing: There are many clues to unlock meaning which students will learn to use if they are encouraged to do so. If they have already begun to look for familiar constructions and to get ideas about meaning from them, it is a short step to making intelligent guesses about things which are unfamiliar at first glance. This stress on basic ideas rather than words and descriptive detail will help the beginning reader learn to watch for certain familiar clues. For example, it may be suggested that he check to see whether some of the words look like English ones or whether they resemble other words he already knows in French. He can also become aware of indicators which show him the time of the action.

   There are many other specific clues which can help -- pictures, questions at the end of a text, glossaries which restate terms in simple words in the target language, recorded aids and teachers' or classmates' comments, etc. can be most useful. Briefly, the students should be encouraged to watch for and use:

   -- grammatical clues
   -- familiar vocabulary
   -- pragmatic facts about how people usually behave
   -- skills and resources which they use in their mother tongue to compensate for their lack of second language resources.

   After taking advantage of these and many other sources of information, the habit of intelligent guessing can become fairly well established and the students will seldom need to resort to an English equivalent to understand meaning.

   It is very important to take each step slowly and carefully so that the process of reading is a source of pleasure and achievement rather than one of discouragement.

4. Using resources: The use of classroom resources such as dictionaries, visuals and later on, grammars deserves some brief mention at this point. It should not be assumed that a student is able to use a French dictionary because he knows how to use an English one. Since the use of the English-French dictionary is so often abused, it may be wise to consider what purpose dictionaries may serve, what kinds are most useful and how best they may be used. The literal translation of a sentence like "I am drawing the man" to "Je tire l'homme" because "tirer" happens to be the first word given for "to draw" in one popular dictionary may provide a source of amusement for the class but it does little to help the students improve their French.

   One of the main uses of the dictionary is to help second language learners increase their vocabulary or understand unfamiliar terms. Later, they will also use it to check on the spelling of words which they have heard and for suggestions (synonyms, antonyms, etc.) which may help them express their own ideas orally or in writing. Because the aim of reading is not to express the meaning in English but to understand the meaning of a text written in French, the use of a French language dictionary should be encouraged. At first, simplified, illustrated dictionaries, such as several of those listed in the Bibliography section will provide a range

of simple synonyms or explanations which most beginning students can understand. The teacher may help by giving students practice in explaining the meaning of familiar words before they begin to use the dictionary. They then look these up, discuss together the way the dictionary defines the same words and then, taking several unfamiliar words from a simple written text, look them up and try fitting different definitions to the context with which they are working. This kind of exercise will eventually enable students to use their French dictionary with confidence and perception. The more practice they have, the more precise will they become in understanding what they read without resorting to translation. The skill of translation requires a highly developed knowledge of both languages involved. It should not be used in the teaching of the early levels of language in secondary schools.

5. Selection of texts: It is difficult to select materials for reading which are suited to both the interests and the reading level of second language students. However, it is now possible, with careful selection, to find a fairly broad range of texts which are useful or which may be adapted for use. Many authors now publish reasonably priced soft cover texts on popular topics using limited vocabulary, basic constructions, numerous attractive illustrations, glossaries which provide simple explanations in the target language and such aids as questions, games and other exercises to assist the beginning reader who is at the secondary level. Such texts usually contain one or more short dialogues, plays, stories, etc. so that students do not become discouraged by their length.

While some teachers will use class sets of reading materials, others prefer to carry out reading activities in smaller groups. This permits a greater flexibility in answering specific student needs such as interests, reading level and learning style. It would be very useful to have a co-ordinated set of materials which could provide graduated levels of texts, self or teacher-administered tests at each level and alternate remedial units at several levels. Since setting up such a system would require a high level of expertise, and a great deal of time, it would be very difficult for an individual teacher to do. However, a project such as this could be a very valuable one if it were undertaken by a group of teachers in an area. A learning package prepared in this way would have the added advantage of being designed to meet the needs of the particular area. Moreover, the teachers using it would be in the best possible position to carry out revisions based on the changing needs of their own students.

THE WRITING SKILL

It is probably true that the teaching of writing is one of the most difficult and exacting exercises with which teachers must cope. Allen and Valette, in Modern Language Classroom Techniques, explain that people "tolerate a light accent and occasional awkward expressions with good grace"[3] when a foreigner tries to speak their language, but they expect correct grammar, spelling and accuracy when that same person writes their language. Added to the problem for the teacher of today is the legitimate expectation of society that modern language instruction will first teach the use of the spoken language. This leaves very little time for the development of the skill of writing from the first steps of copying to the stage where the student can express himself in his own style. In fact, we would not expect that, given the limitations of time and circumstances, it would be possible for most students to progress to this level during their years in the core program. It is very difficult for them to achieve this level of proficiency in their mother tongue in the same period of time and it would be most unrealistic to expect that they could do so in a second language.

In the beginning, the students will probably find it quite tiresome to spend time merely copying words and sentences in imitation of models provided by their teacher. It will take patience and careful guidance to correct errors in spelling and other inaccuracies which may occur before some element of variety may be introduced. The expressions used for this purpose must be taken from those which have been learned orally and in reading. During the intermediate stage, the students will also be given the opportunity to transcribe into writing some spoken expressions which they have not seen in writing. That is, the teacher will prepare material with them and they will write a brief dictation from it which they will then correct against a model. At this point, no variation or invention has been introduced. If the teacher feels the students are ready, it may now be possible to help them select simple familiar statements which they can modify and eventually use to construct paragraphs. Many exercises and suggestions are recommended by various authors. The workbooks which accompany the learning materials available for use in Nova Scotia provide a wide range of graduated material designed to help students learn to write. Some suggestions follow for kinds of exercises which may be useful.

1. Copying:

-- Fill in the blanks. Examples:

a) Michel va à l'école à neuf heures.
Michel v_ à l'_ _ole _ n_ _f h_ _res.

b) Michel va à l'école à neuf heures.
Michel va _____ à neuf _____.

-- Multiple choice. Examples:

Choose the correct word from the list provided to fill in the blanks:

à, de, sur, avec

3. Edward M. Allen, Rebecca Valette, Modern Language Classroom Techniques, Harcourt Brace Javanovich, Inc. New York, 1972, page 216.

a) Papa est _____ Michael.
b) Le livre est _____ la table.
c) Est-ce que Paul va _____ Halifax?
d) Il aime le manteau _____ Pierre.

-- Word jumbles or scrambled sentences. Examples:

Put the following words into a sentence: la balle joue Marie avec

-- Matching. Examples:

a) Il veut	en avion
b) Le crayon est	à pied
c) Je vais à l'école	le bonbon
d) Maman voyage	sur le bureau

-- Alteration. Examples:

a) Rewrite the sentences, making the underlined words plural.

Je vois la fenêtre.

b) Rewrite the sentences, changing the underlined words to the opposites.

Il fait chaud.
La balle est petite.

-- Answering questions from familiar texts. Examples:

a) Qui voit la belle robe?
Marie voit la belle robe.

b) Qui dit, "Il fait mauvais aujourd'hui?"
Jean dit, "Il fait mauvais aujourd'hui."

-- Simple crossword puzzles with all words provided in a list.
-- Word search games
-- Sentences for which students must select one correct element.

Examples: Underline the word which will complete the sentence correctly:

a) Jean (a, ont, avons) un livre.
b) Paul et moi (est, suis, sommes) dans le salon.
c) Elles (regarde, regardent, regardez) le tableau noir.

2. Dictation: This may be gradually built up as follows:

-- Students are provided with mimeographed lists of words for which they must fill in missing accents or letters when words are read by the teacher.

-- Students are provided with mimeographed sentences containing missing words. They fill in the words when the teacher reads the complete sentences to them.

-- One student writes on the board or on an overhead transparency when teacher dictates words or word-groups while others remain in their seats.

-- Several students go to the board and write while the teacher dictates brief, familiar sentences, first reading the whole sentence, then reading short segments while the students write. As the sentence is completed, students read it chorally and individually. The same process is followed for a build-up to full dictation. At each step, correction takes place in class and the teacher carefully checks the students' work after they have made their own corrections.

3. Sentence composition and written exercises

Students will first be asked to do exercises similar to those suggested under copying, but the word(s) will not be provided. They may then be asked to provide titles or captions for pictures, or to do in written form, exercises similar to those which they have practised orally as pattern drills. Later, they will be able to write complete sentences in answer to simple questions or other clues. Some of this work, if well prepared in class, may be given as a home assignment. It will always be very important that correction of both class and home assignments be promptly and carefully carried out.

At first, all material to be used by the students must be provided for them. For example, the teacher may select a paragraph from a text which they have read. The sentences are then separated and scrambled. They are read aloud by teacher and then by students who are asked to identify the opening sentence, the second one, etc. until all are reassembled in their correct order.

Another useful exercise is to ask a series of leading questions about a familiar text each of which provides an answer which, placed in sequence with the preceding ones, will form a paragraph. Students may then be asked to provide a title for their paragraph.

The teacher may also provide a paragraph in which the opening or concluding sentence is missing. The class is asked to supply the missing sentence. Following several such drills, the teacher will be able to provide mimeographed paragraphs so that each student can fill in his own missing sentences in class and, after practice, as a home assignment. Gradually, more sentences are left out and students become capable of writing complete paragraphs.

It may be possible to follow the same kind of process to help students progress from paragraph writing to carefully controlled longer compositions but, at this level, paragraph-long descriptions, dialogues, summaries or expositions will usually provide sufficient challenge to both teacher and student.

THE TREATMENT OF GRAMMAR

The question of teaching grammar has been a very controversial one in recent years. As soon as the topic is introduced, common immediate reactions will probably include: "no formal grammar should be taught", "grammar can't be taught in a second language because students don't understand the grammar of their mother tongue", "if they don't learn the rules of grammar, they can't learn to use the language" ... Since the well recognized work of Piaget indicated that most students in childhood and early adolescence are incapable of generalizing, teachers have become well aware of the reasons why many of their students do not easily move from rules to their application. Moreover, the definition of "grammar" has evolved from a simple one involving a set of fixed rules to a far more complex one which is based on an understanding of the behaviour of language as it is used by different people under different circumstances.

On the opposite side of the coin, many specialists in psycholinguistics now believe that, at a very early age, children have a built-in awareness of language patterns which they learn to vary in innumerable ways. They point to the many similarities in the language patterns of a broad range of languages as proof of this view. Starting from this premise, it is possible to learn basic constructions and, as Politzer states, teach the student "how this construction is made up, how it comes apart, how some building stones can be replaced."[4] This is how our present program aims to provide students with a sufficiently broad scope of constructions so that they will be able to use their new language in practical situations.

It will not help students if we provide them with only isolated words, idioms or structures. They can get maximum benefit from complete patterns which they practice manipulating. New elements can be introduced into the patterns allowing them flexibility in both spoken and written expression. Rules then become a summary of what students have been doing, not a predictor of how the language should behave if they use it correctly. This important difference in approach usually makes it possible for students to avoid producing fractured French while minimizing stress on complicated "rules of grammar".

It is also important to consider the problems which are likely to arise if English grammar is used as a basis for teaching French grammar. Many alternative techniques of teaching grammar are available from both the materials provided for use in the schools and from sources such as those listed in the Bibliography of this guide. One comprehensive and well illustrated source is Modern Language Classroom Techniques, by Allen and Valette, another is, Language Teaching, by Robert Lado. Some of the common problems encountered in teaching French grammar from an English grammar base may include:

-- exceptions to English grammar rules which do not occur in French and vice versa
-- problems of word placement
-- the constant need for a complicated system of cross reference.

In summary, when teaching grammar, it is wise to remember:

1) Teach complete constructions in contexts which are interesting to the students.

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4. Robert L. Politzer, Teaching French, Blaisdell Publishing Co., a division of Ginn and Company, Waltham, Mass., 1965, pg. 7.

2) Help students learn to vary the elements of their basic constructions so that they will have maximum flexibility.

3) Provide a reasonable number of exercises or drills so that they will learn to use correct patterns automatically.

4) Teach rules as summaries of what students are able to do.

5) Be careful to avoid interference between English and French -- stress the behaviour of the new patterns, not how they are different from the English patterns.

6) Vary the classroom activities through which students learn to use a broad range of language clusters or patterns.

CULTURE

In attempting to define "culture" as it may be understood by the language teacher, it is likely that a broad variety of elements will be encountered. Some of these may include:

> the totality of habits, of behaviour shared by members of a society. This includes habits of eating, resting, working, greeting, of manifesting aggression or affection, of worshipping God, or the gods -- patterned ways of behaviour, including habits and also spoken and written language.[5]

> Culture or Civilization -- is that complex whole which includes knowledge, belief, art, law, morals, customs and any other capabilities and habits acquired by man as a member of society.[6]

or again,

> -- the sum total of a people's achievements and contributions to civilization: art, music, literature, architecture, technology, scientific discoveries and politics -- behavioural patterns or life styles of the people: when and what they eat, how they make a living, the way they organize their society, the attitudes they express toward friends and members of their families, how they act in different situations, which expressions they use to show approval and disapproval, the traditions they must observe, and so on.[7]

The wide scope of what "culture" may include is made amply evident by the preceding quotations. It should not be too difficult to imply that there are definite links between the language and the culture of the community which speaks it. In some ways, there would appear to be influences arising out of the culture which are applied to the language. There are probably, as well, many ways the language can influence the culture. Language, it has been said, is a bearer of culture as it reflects the beliefs, knowledge, feelings, superstitions and behaviour of those who speak it. It is generally agreed that some form of cultural awareness should be part of the French program. An understanding and appreciation of the cultural patterns and value systems of the French speaking community can have a very positive influence on the attitudes and motivation of students.

The question of whether a study of cultural elements should be postponed until the student can study about them in the target language is often asked. While some of these elements will be implicit in the context of dialogues, readings, etc., others will need to be introduced by pictures, illustrations, comments and in various other ways. It is likely that a student who has the

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5. Tamara Sommer, Culture in Foreign Language Teaching, The Canadian Modern Language Review, Volume 30, No. 1, May 1974, pp. 342, 343.

6. Tyler, Ralph W., as quoted by Gerald B. Richards,"A Conceptual Framework for Teaching the Cultural Component of Second Language,"The Canadian Journal of Education, Vol. I, No. 3, 1976, pg. 20.

7. Edward D. Allen, Rebecca M. Valette, Modern Language Techniques, Harcourt, Brace, Jovanovich Inc., New York, 1972, pg. 245.

opportunity to be made aware of cultural values in his own society will be better prepared to appreciate these values in another group of people. Certainly, this "cross-cultural awareness" can be first approached in English by students who have not yet sufficient knowledge to permit such activities to take place in French. As their language improves they will probably come to a deeper understanding of the other culture and why similarities and differences exist through the language itself as well as through other means. Finally, it is hoped that they will compare the two cultures and learn to value each on its own merits. It is at this point that the motivational value of culture-oriented studies is the greatest.

While teachers may find a number of specific suggestions for cultural activities in the Senior level guide, a few topics suitable for these activities may include: French Acadian communities in the Maritimes, their traditional and their contemporary life styles, French Canadians in Quebec and in other parts of Canada, music, dance, food, imports and exports, the media, festivals, carnivals, celebration of holidays (e.g. St. Jean-Baptiste, Mi-carême), greetings, customs, manners, sports, traffic, observance of religious events, proverbs, anecdotes, etc.

Some of the local resources and groups which may be of assistance are: university faculty members, local community residents, French organizations (L'Alliance française, La Fédération acadienne de la Nouvelle-Ecosse) Acadian choirs, dance groups, folk singers, etc.

FRENCH IN THE WORLD

French is official or very important within the country. (Countries indicated by numerals)
Some French (in North America).

1. New Hebrides
2. New Caledonia
3. Tahiti
4. Marquesas Is.
5. St-Pierre & Miquelon
6. Maine
7. Louisiana
8. Haiti
9. Guadeloupe
10. Martinique
11. French Guiana
12. Belgium
13. Luxembourg
14. Switzerland
15. Tunisia
16. Algeria
17. Morocco
18. Mauritania
19. Senegal
20. Mali
21. Niger
22. Guinea
23. Ivory Coast
24. Upper Volta
25. Togo
26. Dahomey
27. Cameroon
28. Chad
29. Central African Rep.
30. Gabon
31. Congo
32. Zaire
33. Rwanda
34. Burundi
35. Afars-Issas
36. Comoro Is.
37. Malagasy Rep.
38. Reunion
39. Mauritius
40. Crozet Is.
41. Kerguelen
42. Amsterdam & St. Paul
43. South-East Asia

Testing and Evaluations

In French - Core Program, Introductory Level, emphasis is placed on the development of objectives and the relationship which must exist between priorities stressed in the daily class period and the elements selected for testing. It is assumed that these points remain valid at the intermediate level. Teachers should study the section on testing and evaluation in the Introductory Level guide for more details on these topics.

At the intermediate level, it will remain necessary to test the basic aural/oral skills but increased emphasis should now be placed on overall oral communication. Some simple testing of the students' level of development in the skills of reading and writing will also be needed. When tests are being prepared care should be taken to assure that the kinds of activities and techniques used for testing should be those which have been used in class. For example, we would not expect to use a recorded dictation for testing if students have not frequently used recorded dictations in class. It is particularly important when using exercises (either written or oral) that the type used be familiar. Similarly, students who will be interviewed individually as part of their testing must have some experience with this technique before being tested. While testing always imposes a stressful situation, the use of unfamiliar techniques or tools can make it difficult to obtain valid results.

The question of validity may pose many problems as it is not always certain that the test used does, in fact, measure what it is supposed to measure. For instance, it is possible for a test in aural comprehension to rely excessively on the students' ability to remember many complicated details. The test then measures memory rather than comprehension. In the case of written comprehension, the question may provide too many (or too few) clues or it may use unfamiliar vocabulary or structures. Students may not be able to answer correctly because they have not understood what the question is asking. If the overall test items are either too difficult or too simple, the test will not be capable of measuring the students' achievement. Thus equal attention must be given to how testing is carried out and to what is being tested. In Language Teaching Analysis, Mackey suggests four basic questions which should be considered in relation to the suitability of the test used:

1. Is it valid -- does it test what it is supposed to test? Does it relate to the program taught?

2. Is it fair -- neither too easy nor too difficult?

3. Is the timing right -- time between testing periods, time allowed for answers, etc.?

4. Can the test be used in the conditions for which it is required -- personnel, equipment, room available?[8]

It may be useful to mention that very careful consideration must be given to choosing the time when testing takes place. This, in turn, will depend upon the purpose for which testing is being carried out. Frequent "spot" checks are necessary to monitor student progress so that the teacher's program may

8. W. F. Mackey, Language Teaching Analysis, Longmans Green & Co. Ltd., 48 Grosvenor St., London, W.I., 1966, pg. 416.

be modified accordingly. More formal periods of testing used to report and record student progress need to be carefully planned. On these occasions, the students should be assured that they have a good chance of success. If the pass rate or the marks are low, student motivation will suffer. If some students cannot progress at the same pace as most of their classmates,it will be necessary for some to take three years to complete what would normally be completed in two years. This will obviously require adjustment in succeeding years so that, at some point, a group of students will need to decide whether they are prepared to spend an extra year to complete the core program requirements or whether they prefer to transfer to the communications program. The latter program stresses oral/aural proficiency but does not place as much emphasis on the study of structure, reading and writing as does the core program. (Please note that universities do not accept the communications program for credit purposes.)

Aural/Oral Testing

Since three types of activities have been recommended for use in developing the aural/oral skills, it is suggested that three types of tests could be given.

1. Tests to discover whether students can understand and use structures and vocabulary which have been taught.

2. Tests which indicate whether the newly acquired language elements can be manipulated within limited contents.

3. Tests to determine whether and at what level the student can communicate in French in "real life" situations.

While it is fairly simple to prepare and administer the first two types of tests, the third type is considerably more difficult. The following suggestions may help in preparing appropriate ways to test the first two areas of skill development.

1. L'stening Comprehension

A. (1) The teacher reads a statement and several possible answers. Students are required to select the correct answer and indicate whether it is A, B or C.

P. Quand j'ai faim, je _____ du pain.
A) bois
B) coupe
C) mange

P. Marie a mangé trois sandwiches.
A) Marie avait faim.
B) Marie n'avait pas faim.
C) Marie avait soif.

(2) The students are provided with a picture. The teacher reads an incomplete statement and three suggested completions. Students must choose the correct completion A, B or C.

(Note: the picture shows two books on a table.)

P. Les livres sont _____.
A) sous la table
B) sur la table
C) à côté de la table

(3) The teacher reads a question and three suggested answers. Students must select A, B, or C.

P. A quelle heure est-ce que tu vas à l'école?
A) Il va à l'école à huit heures.
B) Je vais à l'école à huit heures.
C) Tu vas à l'école à huit heures.

B. Oral Use

Similar types of tests can be prepared for students to provide answers orally. They can also take part in dialogues and classroom activities while the teacher observes to determine whether they are able to use the elements which they have been taught. Care must be taken to mark only those items with which the test is concerned. The teacher will also need to decide beforehand whether the items tested will be judged as correct or incorrect or according to a scale of A to D or 1-4 etc. to assess student performance.

Other techniques may include providing a picture or an object and having students identify it and if desired, ask or answer questions orally about it. They may also be provided with a word or phrase in French and be asked to provide an antonym, a synonym or a simple definition in French. As in reading, it is important to avoid translation into the students' mother tongue. The emphasis must be on the meaning and not on the English equivalent.

The few suggestions provided are meant as a starting point only. Many other ideas are available from sources recommended in the bibliography.

2. Manipulation

To determine whether students can manipulate familiar material, the teacher may use many of the oral drills and exercises provided by program materials or in the guide section, "The Aural-Oral Skills."

These and similar activities can help determine whether students have mastered the use of certain acceptable language patterns.

3. Communication

The difficulty of creating in the classroom situations similar to real life to test students' use of language is well recognized. However, at some point, the attempt must be made to do so. The main problem will be to decide just what constitutes a "real life situation". Obviously, this depends on where the students are likely to need French. For many who are at the intermediate level, the answer will be "in the next grade". Whatever the answer, specific conversational elements must be selected. These are usually tested during a one-to-one interview. While it may be possible to use the tape recorder, this is not recommended. In actual conversation, we rely on facial

expressions, gestures, etc. as well as the voice for clues for meaning. These are essential in evaluating overall ability to communicate.

The criteria for judging oral communication are difficult to determine. Usually, a scale of numbers or letters is used with very specific statements attached to each level of the scale. For example, in "Normes Linguistiques", May 1977, The Canadian Modern Language Review, Roger Mareschal suggests a number of scales of specific minimum criteria or factors used to determine overall linguistic proficiency. Teachers may wish to consult this and other sources to assist them in determining which criteria are appropriate for their particular testing situation. The more general statements suggested by such sources will need to be modified by decisions relating to actual communication needs as determined for a particular level. Once again, it is strongly recommended that local teachers meet together and formulate specific objectives which can apply to the student interview and that both teachers and students be aware of what these objectives are.

Testing of Reading and Writing

In the beginning, teachers will need to determine whether students can read aloud correctly the materials which they have learned in the "graphies des sons". Teachers will also need to check their students' level of overall comprehension of written material. Very closely related to this, will be the testing of spelling and of the students' gradually developing ability to copy and eventually write what they hear. It is doubtful if many students will be able to write original ideas in French at this level.

Reading

Early tests of reading should aim at determining the students' level of ability in

(1) word discrimination
(2) sentence comprehension
(3) comprehension of short (maximum 4 sentences) paragraphs

To avoid providing too many details, it may be sufficient to suggest that sources such as the Reading Companion and Guide and Parler Avec un Crayon available to teachers from the N.S. Lists of Recommended Materials will supply many excellent activities and exercises useful for testing the early reading skills. Teachers can also use these as models for the preparation of their own tests. Later, the Cloze technique may be helpful. This test simply provides a reading test which has every nth word eliminated. Students are required to fill in the missing words. The greater the number of words eliminated, the more difficult the test. It is also possible to eliminate specific parts of speech such as articles, verbs or nouns so that the students can indicate whether they are able to use them correctly. In marking, teachers may decide whether to accept only predetermined vocabulary or a suitable alternate. In either case, students should be aware of the restraints under which they are being tested.

Writing

Many of the techniques suggested for testing reading can also be applied to the testing of writing. Usually, teachers include some sections of tests

which do both. It may be wise to suggest that, in this area of skill development, the first steps must be taken slowly. Since it is easy to assume that students can spell and understand what they can copy, there may be a tendency to test them on those skills before they are ready. In fact, they will need a considerably longer period to prepare for such testing. Exercises similar to those suggested in "The Writing Skill" will provide good patterns for tests. At this level, items selected for the testing of writing must be simple and very specific in what they require. They should reflect the lower emphasis which is placed on writing than on understanding and speaking during the classroom periods. If writing is allotted only 5% of class time, then only 5% of the total mark should be based on the testing of this skill.

For more information on testing and evaluation, including how to recognize good tests, techniques for testing language elements, examples of kinds of tests, and the limitations of certain kinds of tests, teachers are referred to sources listed in the Bibliography and to the Core Program Introductory and Senior level guides.

GROUPING AND INDIVIDUALIZATION

One of the advantages of the Introductory level of a second language program is the fact that the students can usually be grouped together with only simple adjustments being needed to respond to their diverse backgrounds, interests and level of skill development. Before long these differences become increasingly difficult to accommodate in one large group or class of students if all are kept together. For this reason, many teachers begin to divide the class into two or more groups for at least part of each period. Usually some provision is also made for whole class activities during most class periods. With careful planning and gradual introduction to group work, teachers and their students can find the patterns which are most satisfactory for them. It should be stated that, in the beginning, the teacher will want to try only those activities with which he knows he can easily cope. Later, there will be added opportunities for other activities as some of the students become accustomed to carrying out their planned "packages" with less intensive supervision on the part of the teacher. The presence of a student "monitor" or classroom aide can do much to assist teachers in carrying out small group activities.

It should probably be mentioned that one frequently used group activity, the one-to-one dialogue can become quite noisy. However, this kind of practice, if well prepared, supervised and followed up gives students extra conversational practice with another person who will sometimes vary the responses. It also gives the teacher the chance to help the few students who cannot keep up with the level of oral language which most of their classmates can manage.

As reading and writing are added to the program, there are many exercises that can be carried out by small groups or by individuals within the class. Whatever the situation, the teacher will probably have to plan for a variety of different kinds of group activities to assure that there will be a high level of student interest and participation. Some or all of the following may be used in planning for grouping:

1. Ability groupings: This kind of grouping may be useful at specific times and to help students with particular problems. However, it should be alternated with other types of grouping to avoid engendering negative feelings.

   (a) One-skill grouping: Groups of students carry out different activities designed to practice a particular skill. For example, Group A could read and discuss a paragraph while Group B reads and then answers questions on the same paragraph and Group C follows their reading by answering true or false questions about the paragraph. The students are thus able to participate in the development of the same skill but at their own level.

   (b) Specific skill groupings: Students divide into groups which concentrate on the development of a skill area in which they are weak. One group may be practising a listening comprehension exercise, another will accommodate students who have difficulty with pronunciation. A third group may be reading and carrying out an activity similar to those mentioned above.

2. Conversational groups: The one-to-one dialogue practice or the activities carried out by several students who are improving their conversational skills

would be included in this type of grouping. Class preparation would precede these activities and follow-up would include drills in the areas of difficulty noted by the teacher who observes errors during the time the students are practising.

Interest groups: The "project-type" activities are well adapted to interest groupings. Several students who are interested in a similar topic prepare together and make a joint report or presentation to their classmates at some future date. At the intermediate level, topics should be carefully selected in consultation with the teacher who also needs to provide most of the materials which the students will use. Because of their limited skills, these will need to be monitored so that the students can be challenged but not beyond their capacities. These experiences should leave them with higher interest levels and increased skills but with as little frustration as possible.

Some of the critical questions which need to be considered in overall planning for group activities should include:

1) What kind of learning task is best suited to the students' different rates of learning and how can each step be evaluated?

2) What will the students' contribution be so that they will actually be learning and not just being kept occupied?

3) Will the teacher be able to observe not only what is being done but also how individual students learn best so that he can take maximum advantage of the students' creativity in his planning?

The problem of adapting activities to individual needs will probably be a major one which the teacher will face. Politzer suggests several alternatives:

-- different goals can be assigned to different students
-- all students may be given the same goals but activities may use different approaches, methods or techniques
-- goals as well as approaches, methods and techniques may be the same for all, but the pace or rate may be varied.

In summary, the teacher who is planning for small group and/or individual activities for part of the language period will have to plan for:

1. The preparation of "packages" of learning activities, including materials which the students will need to carry them out.

2. A system of monitoring the progress of individual students as they carry out their activities.

3. An overall program which will encourage student motivation and take full advantage of their individual interests and skills.

4. Maximum use of facilities to accommodate quiet activities, large and small groups, groups using media, etc.

5. A plan for evaluation and the granting of credits or marks for progress achieved.

6. A range of activities which will take into consideration some students' need for enrichment and the need of others for remediation.

To facilitate grouping, the arrangement of furnishings in the language room should be carefully planned. Desks, tables, etc. will need to be rearranged to provide areas for small groups to work together. In one, designated a listening area, students can hear taped dialogues, comprehension anecdotes, drills, songs, etc. This will permit some students to repeat sections of the material until they have completed their assigned task while others can progress more quickly. Meanwhile another group may be preparing a written or reading task. A third may be working with the teacher on a particular problem or viewing the slides of one of the dialogues and practising the difficult sections.

Since it will be necessary to have many materials ready for all of the groups, a good filing system can help immeasurably so that all can be available on short notice. Some students enjoy assisting the teacher in both the preparation and care of such materials.

With this kind of flexible utilization of resources, grouping becomes much more feasible as the teacher always has available the listening area to which small groups of students can be assigned for part of each period. The arrangement of the room can be changed to accommodate the functions of a particular class during a particular period and can quickly be rearranged to suit another purpose. Especially at the early levels, it is recommended that students spend no more than ten or fifteen minutes at a time in a passive activity such as that which takes place in a listening situation. Moreover, students should seldom hear their own responses recorded as many of them will not yet have developed consistently good quality in their use of the more difficult phonological elements. In many instances, they are still unable to detect the inaccuracies in their own speech and hearing an incorrect model tends to reinforce poor patterns.

All language rooms need to be arranged with optimum flexibility in mind so that they may invite the students to participate in a broad range of learning activities rather than inhibiting them. They do not need to be appreciably different from most other classrooms and more elaborate and expensive installations will not necessarily increase their effectiveness.

There are many sources of information which interested teachers may consult. Programming a Unit for Large and Small Group Instruction by Renée Taillefer in the October 1974 issue of The Canadian Modern Language Review and Individualizing Foreign Language Instruction, the proceedings of the Stanford conference, edited by Howard B. Altman and Robert L. Politzer are two which are particularly valuable for this purpose.

SECTION II

INTRODUCTION

The activities in this section have been suggested by teachers who have used them in their classrooms. Participation of students in such games, songs, etc. allows them to use French under controlled conditions but with a less structured approach. When they bring a variety of activities to the classroom, teachers frequently report increased student interest and participation. Careful use of well planned activities can allow students to practise some language elements in a more interesting context than that of the structured drill. It is often possible to create more realistic situations by using activities. Any situation which involves the give and take of communication helps students use French as they may need to do so outside the classroom. The assurance and satisfaction they achieve in being able to participate in these activities can provide a highly motivating experience.

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Mots Croisés - Mots Grands et Petits
Mary Glasgow Publications
(through Bonjour-Scholastic Tab
Richmond Hill, Ontario)

Mots Clés Sources (1) Passeport Français
(Morgan Kenny)
D.C. Heath Canada, Ltd.
Toronto, Ontario

(2) Le Français International
deuxième version - cahier d'exercices
Centre Educatif et Culturel, Inc.
8101 Boul. Metropolitain
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Mot Caché Sources: L.F.I.
Cahier d'exercices - deuxième version
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Parler et Ecrire avec la bande dessinée -- Centre Educatif et Culturel Inc.
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Pour retroprojecteurs: - Yale Book Company Ltd.
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Toronto, Ontario
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Mary Glasgow Publications Ltd.
Scholastic Tab Publications
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Jeux de Mots - Copp Clark Publishing
517 Wellington Street West
Toronto, Ontario
M6V 1G1

Activités

Livres de Ressources - Successful Devices in Teaching French
Sister Georgina
J. Weston Walch, Publisher
Portland, Maine

175 Activities for Foreign Language Classes
Edwin P. Grobe
J. Weston Walch, Publisher
Portland, Maine

French for Fun
Charles A. May
J. Weston Walch, Publisher
Portland, Maine

500 Adventures in Foreign Language
Edwin P. Grobe
J. Weston Walch, Publisher
Portland, Maine

Packette - Paquette-Hudson Associates
329 Churchill Avenue
Ottawa, Ontario
K1Z 5B8

Non-Commerciaux

Spell Down -- Class divided into two teams. Pupil must spell word in French alphabet (including accents). If a player on Team One "misses a chance" the word is then given to Team Two. A score of correctly spelled words is kept, rather than having players sit down when they miss. Team with highest score is the "winner". (Reinforces alphabet vocabulary).

Jeu de Kim -- Place articles (after naming each) in the empty wastepaper basket. Put in as many odd and different articles as possible. (i.e. un crayon, une brosse, un gant, des sandwiches, etc.) Then, "écrivez une liste de tous les objets dans la corbeille". Give them a few minutes, then remove the objects one by one -- giving the name of each object, have class repeat it and mark it off their lists. Longest list wins. (reinforces vocabulary)

-- It can also reinforce structure -- "C'est à . . ." by holding up each article asking . . .

"C'est à Michel? Oui, c'est à lui. Est-ce à Charles? Mais non, c'est à Marie."

Bourreau -- Tell class you have a word in mind (i.e. jardin) with six letters. Make six dashes on the board. Have them give you the letters in French. If they guess correctly, write the letter in the proper place. If they guess incorrectly, draw a part of the hanged man. They must find the word before the man is hanged.

Qui suis-je? -- One student assumes the identity of anyone well known and may answer only oui or non. The class may ask as many questions as they like in three minutes to identify the person. Mystery figures may include Margaret Trudeau, Queen Elizabeth II, Bruce Jenner.

Type of questions asked: -- Etes-vous mort ou vivant?
-- Un homme ou une femme?
-- Etes-vous bien connu comme vedette? sportif?

Qu'est-ce que c'est? -- The teacher has an object in her hand, pocket or a bag. The students are to guess what it is by asking questions about it - colour, size, shape, use, etc. The teacher (and later student) may only reply with yes or no.

Tic Tac Toe -- This game can be used as a fast review of vocabulary items. Pictures representing the vocabulary are numbered and projected on a screen. The class is divided into two teams X and O. The object of the game is to identify correctly the item in the block the teacher calls. A correct answer allows the student to add an X or O to the tic tac toe grid.

Faites une phrase -- Two large cardboard dice are required. The faces of one die have different subject pronouns written on them while the other di has different infinitives. The dice are shaken and thrown on the floor. The students are required to make a sentence using the pronoun plus verb shown.

Je truque mon truc -- Someone begins by stating: "Je truque mon truc." The others try to guess the meaning of "truquer" and "truc" by asking questions.
e.g. Où est-ce que vous truquez votre truc?
Depuis quand est-ce que vous truquez?
Est-ce que vous truquez votre truc le soir?

Mots croisés -- Clues may be given in English or French.
e.g. School work that you do at home -- DEVOIRS
Le jour après lundi -- MARDI

Review of numbers: A number is written on the board and a student is asked to write it in French. If he or she succeeds, he or she writes another number and chooses another student to write the answer and so on and ...

The highest number of correct answers determines the winning group.

Scattered numbers -- The teacher takes half the blackboard space for Team A and the other half for Team B and writes the numbers 1-20 in a random fashion on each half of the board. The class is divided into two teams. The first member of each team comes to the front of the board with a brush in his hand. The teacher calls out a number. The first student to erase the correct number gains a point for his team.

"Simon dit" or Faites comme çi, Faites comme ça -- If the teacher says "Simon dit: le nez" everyone is to touch his nose. When "Simon dit" is left out no move should be made -- if so that student must take his seat. The last student to remain standing wins. It is a good review of the parts of the body, etc. i.e. les yeux, la bouche, la tête, etc.

Dialogue -- The students are given a situation, assigned roles and allowed two or three minutes to elaborate a dialogue. At the end of the time limit, two or three groups should present their dialogue to the class.

Hot Seat -- Someone starts out in the "Hot Seat" with a statement --e.g. Je vais à Paris demain. The others ask questions about this statement. When the leader makes a mistake or can't answer a question, the person who asked it replaces him in the "Hot Seat" and the activity continues.

Quelle animage -- The students are divided into groups of four. Each group is given a piece of paper and a felt marker. The object is to make a composite drawing of an animal or a person. The first person draws the head, folds the paper back to hide what he has drawn, but extends the neck a quarter of an inch over the fold so the next person will know where to begin his top part of the body (arms, shoulders or whatever). The third person using the extended

lines as a guide but not knowing what the top half of the body looks like, adds the bottom part (tail - stomach?) and the fourth person draws the legs, feet or paws.

The papers are then unfolded and displayed for the other groups to see.

The names of different animals are written on the board divided in syllables.

eg. e le phant
che val
kan ga roo
hi po tame

Using a combination of these syllables (or others they may find more suitable) each group names its animal and has a few minutes to prepare a description of his way of life -- where he lives
what he eats
characteristics
habits, etc.

This description can be presented orally -- each member of the group contributing -- followed by questions from members of the other groups.

Bingo-Loto -- Have students make their own cards. First 1-50.

B (1-10)	I (11-20)	N (21-30)	G (31-40)	O (41-50)
1)				
2)				
3)		FREE		
4)				
5)				

Students must read letters and numbers of winning line in French correctly to qualify for a prize.

The same card can be used three or four times if for the first game they use an 'x' in the right-hand corner, a check mark for second game, circle the number for the third game, etc.

When they have learned numbers to 75, Bingo Cards can be made up to that:

B (1-15) I (16-30) N (31-45) G (46-60) O (61-75)

7-Up - Sept Debout -- Use to review the following expressions!

a) Est-ce que c'est (Name - Paul?)
b) Non, ce n'est pas moi.
c) Oui, c'est moi.

Instructions to be given in French:

1) Baissez la tête!
2) Levez le pouce!

Then the seven that were chosen go around and touch one person on the thumb. That person then puts down his thumb to show the others that he has already been chosen. When everyone has chosen someone, the seven standing at the front say:

3) Levez la tête et sept dcbout.

Those touched stand and try to guess who touched them by using the (a) expression. The person mentioned answers with either (b) or (c) above. If it is (c) then he goes back to his desk and the one who guessed correctly takes his place at the front.

Begin all over with -- Baissez la tête, etc.

Bonjour -- Used to review numbers. All students stand up and give numbers in French, except for the numbers 7 or multiples of 7, in which case they say "bonjour". This game can be used for any number which you would like to review. Bonjour may also be varied. eg. Joyeux Noël.

Charts

Anatomy Charts:

I. Prepare an anatomy chart which illustrates the principal features of the human body and provides all labels in French. (i.e. la tête, le front, les épaules, les jambes)

II. Automobile Charts:

Label in French the interior and exterior parts of car.

III. Banquet Menus:

Imagine that you are head chef of a large resort hotel and you are preparing a menu for a convention of French teachers. All dishes and drinks must be listed in French.

IV. Capital City Map:

Draw a map of Halifax. Indicate the site of all government buildings, tourist attractions, label in French.

V. Department Store Floor Plan:

Prepare a floor plan of a department store -- show location of doors, elevators, escalators, restrooms, departments, etc.

Celebrity Anagrams:

Select the name of a person who is famous in politics; entertainment or sports in France. Write the full name of the person on the board. Then write as many words as possible which are spelled with some combination of any or all

the letters contained in the person's name.

e.g. Napoleon Bonaparte
(le; on; ne; bon; porte; etc.)

Le Mot sans fin -- The aim is to provide a letter that will further the letters already given towards completing a word without actually completing a word. The team which completes a word loses. (Two rounds are usually needed to get the idea into operation.)

Ask a student to give the first letter of a word he has in mind. Next student adds a letter, and so on until a word is formed. (Or classes can be divided into teams. Each team supplies a letter until a word is formed.)

Charades (played in French) -- Prepare slips of paper, written in French, with famous slogans, proverbs, names of books, etc. Teams are chosen, one member draws a card and begins to pantomime each word, while team members guess in the time limit. Then the next team repeats.

suggested titles: Le petit garçon en bleu
La belle et la bête
Buvez le Coca!

Impromptu saynètes -- Teacher says: "Je suis le garçon du café. Que voulez-vous?" Student answers. The teacher then chooses another student. "Vous êtes le garçon . . ." Vous êtes vendeuse . . ." etc.

Vocabulary Roulette -- Make a large wheel of bristol board. Divide wheel into 20 or 24 pie-shaped segments. In each segment, pin a vocabulary word (new or review) and mount a cardboard arrow on the wheel which spins freely.

Students spin pointer (arrow). When arrow stops, the spinner must use the word in a French sentence.

Grocery Lists -- You are going to the supermarket to do the family shopping for a week. Make a list so that you remember everything.

French-Speaking Countries -- Divide a sheet of paper in two sections. In the first column list ten countries that speak French. In the second column list the official language of the country.

Music

1. Les Chansons de Chez Hélène -- Dominion Records No. 48009 Mono Canada Music Sales Ltd.

2. Nana Mouskouri pour les Enfants -- Fontana record. Twelve modern songs No. 635,300

3. Chantons un peu -- Thirty French Folk Songs. Toronto, B.M.I. Canada Ltd. About half are "game" or "play" songs. Others based on numbers, colors, days of the week, etc.

4. Chansons de Québec -- Melody Edition, Waterloo Music Co. Ltd., Waterloo, Ontario. 40 "old standard" folk songs popular in France and/or Quebec. Easy melody and guitar arrangements.

5. La Bonne Chanson -- A large number of albums and individual sheet music items are available. Excellent source of traditional music from France and/or Quebec. Published by: Les Editions Musicales de la Bonne Chanson Enr., 399, rue des Conseillers, La Prairie, Québec, J5R 2L5

6. Simple, inexpensive pliable records by Jan Rosol and Mony Marc available from, Scholastic Book Service, 123 Newkirk Road, Richmond Hill, Ontario, L4C 3G5

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